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ABSTRACT

The Center for Gifted Education at the College of William and Mary in Williamsburg, Virginia, was established as a national center for the study and teaching of gifted children. It is one of only six centers in North America that offer the broadest scope of programs and services to diverse audiences that include graduate students, undergraduates, university faculty, public and private schools, precollegiate learners, parents, and the community. This report describes the Center's philosophy concerning student identification, programming, curriculum and instruction, and research. A mission statement is presented. The Center's three major emphases are discussed: (1) graduate education; (2) research and development; and (3) a learning laboratory for precollegiate learners, their families, and schools. Future directions for the Center are outlined. Funding sources and numbers of learners served are noted. Biographies of faculty and staff are presented, along with a list of Advisory Board members. A list of 22 Center for Gifted Education publications is provided. (JDD)

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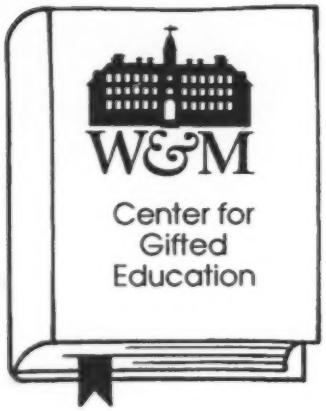
Center for Gifted Education Five Year Report: 1988-1992



The College of William and Mary
School of Education
Center for Gifted Education

Williamsburg, Virginia
1993

EC 303 438

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Joyce Van Tassel-Baska

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

From the Director . . .

Developing talent may be the most important task for any society or institution as we stand on the threshold of a new world perspective. The most talented members of our society must receive the education necessary to contribute substantively to their generation of leadership. In order to assume such roles, individuals must be excellent thinkers and problem-solvers who can transfer these skills to an interdisciplinary canvas of problems and issues. They must also be ethical and humane individuals who care about others and value the creative products of world civilizations. It is for nurturing this multiple view of talent development that the Center for Gifted Education exists.

The Center has evolved over the past five years into a truly synergistic educational enterprise. It has affected hundreds of children and adults in direct and profound ways through its programs and services to enhance potential. It has educated a cadre of teacher professionals, ready to assume the leadership challenge of developing programs for talent development in schools. It has attained national prominence for its conferences and research and development initiatives in both curriculum and special populations.

We are proud of our accomplishments in the past and look forward to our future efforts in the enterprise of talent development.

Sincerely,

Joyce Van Tassel-Baska

Joyce VanTassel-Baska, Ed.D.
Director, Center for Gifted Education

Introduction

The Center for Gifted Education at the College of William and Mary owes its existence and development to a combination of external and internal initiatives. Externally, through policies adopted in 1985, the State of Virginia recognized the need for improved services to gifted children. All of the state's 140 school divisions were required to submit a five-year plan which detailed unique educational experiences for gifted children, and each was required to hire a gifted program coordinator. The state further identified a need for specialized training for teachers of the gifted, and at the local level there was strong demand for both inservice and graduate level coursework in gifted education.

Internally, there was a sense that the high academic and intellectual abilities of William and Mary students, current and future, would make an emphasis in gifted education both a logical and a desirable extension of existing education offerings on campus. A commitment to gifted education was made possible by a School of Education opening and Jody and Layton Smith's generous funding of an endowed chair. Part of this commitment was to hire a scholar of national eminence to initiate a gifted education program and establish a national center for the study and teaching of gifted children. Dr. Joyce VanTassel-Baska was appointed in August, 1987 after a nationwide search. This marked the beginning of the Center for Gifted Education.

Now The Center for Gifted Education at William and Mary is one of only 25 centers of gifted education in North America, and it is one of only six that offer the broadest scope of programs and services to diverse audiences that include graduate students, undergraduates, university faculty, public and private schools, precollegiate learners, parents, and the community.

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Center Philosophy of Gifted Education

The Center staff has worked to evolve a philosophy statement that adequately captures a collective view of gifted education. They have examined beliefs and values regarding education for all learners and the education of the gifted learner as a special population. They have collectively sought to specify a consensual perspective on gifted learners and aspects of developing policies for them, including identification, programming, curriculum and instruction. They have also stated beliefs about important directions for research in the field. The purpose of this work was two-fold: 1) to guide development of a mission statement that reflects our shared values and beliefs, and 2) to establish a common core of understanding among Center staff on issues that would define current and future activities.

It is the purpose of all education to develop each individual's potential for performance in societally valued areas to the highest level. It is the purpose of gifted education to help those learners with exceptional abilities to develop their potential at a level commensurate with individual educational need.

At the level of individual learner, gifted and talented students are different from their chronological peers because of advanced and unique cognitive, psychosocial, and physiological development.

At the level of individual learner, gifted and talented students are different from their chronological peers because of advanced and unique cognitive, psychosocial, and physiological development. These unique characteristics are related to distinctive learning needs which require differentiated educational opportunities commensurate with their ability. Gifted learners display common characteristic behaviors; however, they are not a homogeneous group.

Although all students have special contributions to make to society, and deserve equal access to educational opportunity, not everyone is gifted and talented. Even if schools could accommodate a general model of talent development for all children, a qualitatively different kind of instruction would still have to be provided for the most talented students, based on important differences in learning rate, depth, and breadth.

Identification

Educators of the gifted need to cast a broad net to find gifted individuals within all populations of our society. Moreover, criteria for exceptional behavior in all domains of learning need to be appropriately delineated. The special province of gifted education is to serve those students functioning in the superior range in any given domain.

Characteristic behaviors related to giftedness may be observed through various types of instruments, inventories, and contextual observations, including those that focus on general ability, specific aptitude, and information processing tasks. Moreover, personality inventories, performance tasks, and review of products through portfolio analysis all may yield important documentation of these characteristic behaviors.

Thus learners with the greatest capacity to make sense of our universe can be nurtured in contexts that recognize extraordinary capacity and can be provided appropriate opportunities different from those provided to other students.

Programming

Appropriate education of the gifted learner is a right, not a privilege. The central mission of education for the gifted is to serve children and young adults who evidence advanced development in one or more areas of positive human endeavor discernible through existing methods of instrumentation and served through specific areas of study that match their aptitude. A secondary mission of the education for the gifted is to promote the talent development of all learners, activated through opportunities to test the applications of procedures, techniques, and strategies found effective with gifted populations with other groups. For children and youth who are intellectually gifted, a comprehensive well-articulated program from preschool through graduate school is most appropriate. For children and youth with specialized talents, a program of study that provides for their area(s) of strength is most appropriate. For students from disadvantaged circumstances, a comprehensive program of study that addresses both strengths and weaknesses is warranted. No single service delivery system is appropriate for all gifted learners.

The central mission of education for the gifted is to serve children and young adults who evidence advanced development in one or more areas of positive human endeavor discernible through existing methods of instrumentation and served through specific areas of study that match their aptitude.

Each institutional context must make decisions about which types of giftedness it can and will nurture. Realistically, public schools and other educational institutions will limit the areas of giftedness addressed based on their particular value orientation and operational constraints. Within such contexts, however, the areas of emphasis for specific programming should be determined based on strength and need of individual learners.

Curriculum and Instruction

Educators of gifted learners should be concerned with and promote the development of cognitive, aesthetic, social, and emotional aptitudes of these learners to the greatest extent possible. Moreover, educators for the gifted should be concerned with helping students understand the structure of the disciplines as the accepted organization of knowledge, the processes by which new knowledge is generated, and their role in negotiating that process. The concept of optimal match should guide decision-making on curriculum intervention. That is, gifted students should receive special intervention in those areas in which they most excel and are therefore most discrepant from more typical learners.

The concept of optimal match should guide decision-making on curriculum intervention.

Curriculum for the gifted learner needs to be tailored to respond to cognitive and affective differences in such students. Specific features of a differentiated curriculum should usually include: 1) opportunities for advanced content delivered at a pace, depth, and complexity level appropriate to individual needs, 2) opportunities for generative learning that allow students to engage in various approaches to critical and creative thinking, problem-finding and problem-solving processes culminating in original work, and 3) opportunities for making epistemological connections within and across areas of knowledge using inquiry-based techniques. Ideally, a curriculum would be structured to integrate these types of opportunities for the student in the relevant area(s) of talent.

Instructional processes used with gifted learners should encourage self-directed learning, model the higher level thinking processes desired of such students, and structure a learning context that is sufficiently challenging.

Research

Research in gifted education concerns itself with investigations of 1) the nature of giftedness, 2) how giftedness can be appropriately assessed, 3) the processes that affect the development of giftedness in various domains and at various stages of the life cycle, and 4) the effectiveness of particular interventions with gifted learners at requisite stages of development in order to enhance potential.

Other areas of research interest to the field of gifted education lie in better understanding differences within and among gifted populations, especially those who are economically disadvantaged, culturally different, or disabled.

The Center for Gifted Education was created to educate leaders for providing services to gifted and talented students and to exemplify a model for innovative work in gifted education.

Mission Statement

The Center for Gifted Education was created to educate leaders for providing services to gifted and talented students and to exemplify a model for innovative work in gifted education. The Center for Gifted Education at the College of Wiliam and Mary has three primary goals:

▼ To provide graduate education for individuals interested in teaching gifted students and assuming leadership positicns in the field of gifted education.

▼ To create and implement a research and development initiative that is interdisciplinary in orientation and seeks to develop and test innovative approaches to working with gifted learners. Current priority areas of emphasis include curriculum development in the content areas and working with disadvantaged students from low socioeconomic circumstances.

▼ To serve as a laboratory for working with gifted students, from pre-K through high school, that highlights teaching and learning principles essential to graduate training, acts as a pilot for new curriculum and materials developed and reviewed through the Center, and disseminates promising practices in gifted education to schools, parents, and the larger community.

Organization of the Center

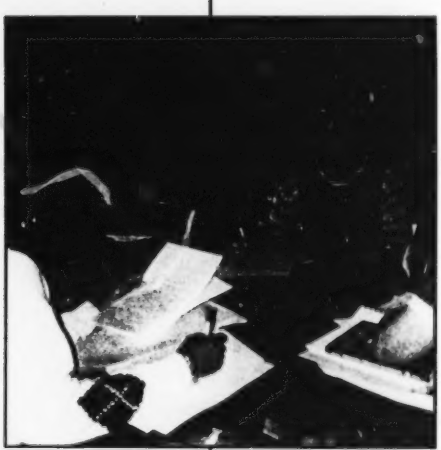
In order to promote the mission of the Center for Gifted Education in an integrated way, the Center is organized around three major goals. Major emphases are on the following components: 1) Graduate Education; 2) Research and Development; and 3) A Learning Laboratory for Precollegiate Learners, their families, and schools.

Graduate Education

An endorsement of 12 hours in gifted education is recommended by the state for all teachers working with gifted learners for substantial portions of the day.

Since Virginia law mandates that each school division must have a system for identifying and servicing gifted and talented children, the necessity for preparing teachers and administrators to meet the special needs of these children becomes all the more acute. An endorsement of 12 hours in gifted education is recommended by the state for all teachers working with gifted learners for substantial portions of the school day.

Currently, there are 135 colleges and universities in the United States and Canada that offer formal training in the education of the gifted at or above the master's degree level. The Center, as a part of the School of Education, offers a Master of Arts in Education (M.A. Ed.) degree in gifted education for administrators and teachers who have prior certification at elementary, middle, secondary, or special education levels. By taking only the 12-hour gifted education core curriculum, educational personnel will qualify for an endorsement in gifted education which is compatible with recommended state education guidelines. For the convenience of teachers and other education professionals, courses are offered in the late afternoon and evenings in spring, and fall sessions. Summer institues offer more specialized coursework on current trends and issues.



New Ed.S. and Ed.D. programs in Educational Administration with an emphasis in gifted education have recently been approved by the Education faculty. These programs, firmly grounded in administrative theory, research, and practice, would prepare scholars with training in gifted education to assume leadership roles in both university-based programs and in local, state, and national education agencies. The first complement of students for these programs will begin coursework in 1993.

Research and Development

A distinctive feature of the national center for gifted education at the College of William and Mary is the pursuit of research and development agenda which are designed to fill in the gaps in our knowledge of gifted children, their families, and the environments in which they interact daily. Of special interest to researchers at the Center is the study and development of effective programs, learning strategies and teaching practices in gifted education, and the study of at-risk populations among the gifted, a category that includes disadvantaged gifted learners, underachievers, and gifted girls.

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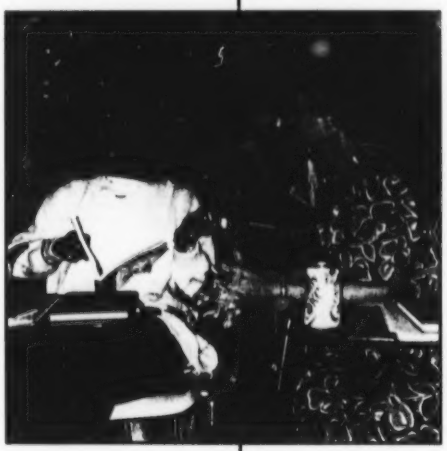
The need for effective teacher training in the content areas that bridges best practices from general education to those practices in gifted education has driven the development of several projects. The State Council for Higher Education in Virginia (SCHEV) funded the Center to conduct two summer institutes and other training grants also related to science and math curriculum. The Teaching Mathematics to Gifted Learners grant funded the development of a training model that links mathematics teaching and gifted education principles through a team-teaching approach. This model provided teachers with expertise in the content area of mathematics appropriate for gifted students and also encouraged them to both evaluate existing mathematics curricula and develop original curriculum. The Teaching Science to Gifted Learners grant focused on developing a training model that linked science content to research skills in the teaching of gifted students. It also afforded teachers the opportunity to enhance their own research skills through 30-hour mentorships with College and NASA-based scientists.



The Center's statewide impact on gifted education was exemplified by the Teaching Mathematics and Science to Gifted Learners project also funded by the Virginia State Council of Higher Education. The program, which involved 120 teachers of elementary and middle school gifted students from five different regions of Virginia, prepared teachers to assist their students in developing research and problem-solving skills in the interrelated disciplines of mathematics, science and computer technology. This goal was achieved through a year-long effort that included four-day regional workshops, weekend demonstration programs at the College, and a specially prepared series of videotapes which are available through the Center.

Most recently, a fourth SCHEV grant offered teacher training in the use of packaged science curriculum materials which were found to be especially effective with gifted students. One-week summer training opportunities were coupled with follow-up, on-site structured feedback to enhance the successful utilization of these materials in five Tidewater school division programs.

Another critical need in gifted education is to create curriculum models within traditional subject areas that work with gifted learners in a variety of classroom settings. Several research and development projects of the Center address that need. One was the Libraries Link Learning project, funded by the Virginia State Library and Archives. This project developed a collaborative network of librarians, teachers, parents, and community volunteers who provided literacy programs for at-risk but verbally talented children. Three valuable outcomes of this project were: 1) the development of a resource guide for teachers, librarians and parents; 2) the ongoing program of student workshops which integrate reading, writing, and bookmaking skills to enhance literacy; and 3) a training model for districts interested in the project. Currently, six school divisions in Virginia and one in West Virginia implement the program.

Another critical need in gifted education is to create curriculum models within traditional subject areas that work with gifted learners in a variety of classroom settings.

Research has repeatedly shown that membership in certain cultural, socioeconomic, and handicapped groups often mitigates against the individual child's being identified as gifted or talented. Project Mandala, funded by the United States Department of Education for three years, was a comprehensive initiative that provided a national laboratory for the development of programs that identified and served preschool and young adolescent students who were both gifted and culturally, economically, or physically disadvantaged. Since familial nurturance enhances both intellectual and socioemotional development in gifted children, another major part of the Mandala Project was the provision of education and support services designed to help parents and families provide the essential nurturance for the development of the special talents of these children. The project also provided in-service training to assist teachers and other professionals in working with these students in school and engaged in curriculum development work that targeted special populations of gifted learners.

One example of the Center's commitment to a collaborative approach in research and development was the Developing K-8 Science Curriculum for Gifted Learners project also funded by the United States Department of Education. The collective expertise of university and field-based scientists, curriculum specialists, science teachers, and teachers of the gifted was brought together to develop recommendations for a national curriculum to improve science education for gifted learners in kindergarten through the eighth grade. These experts collaborated on the conceptualization, review, and development of existing and new science curricula to be field-tested and evaluated for use with gifted learners. Curriculum units emphasized opportunities for problem-finding and problem-solving in science through the teaching of core concepts, science processes, and curriculum and instructional practices modelled on problem-based learning, and incorporating interaction with practicing scientists, inquiry teaching, hands-on use of scientific equipment and collaborative instructional groupings.

One of the greatest challenges in gifted education is to provide instructional units and materials for use in classrooms and other learning contexts that adequately stimulate the special abilities and interests of gifted and talented learners.

A second national curriculum project from the United States Department of Education was subcontracted through a regional center in Saratoga Springs, New York. This initiative focused on developing language arts curriculum through the development of key concept papers, a K-8 curriculum framework, and selected units of study organized around a common theme. The Center sponsored a conference on best practices in the language arts and also compiled a book of readings based on the work of the project.

Dissemination

One of the greatest challenges in gifted education is to provide instructional units and materials for use in classrooms and other learning contexts that adequately stimulate the special abilities and interests of gifted and talented learners. The Center therefore also functions as a clearinghouse and dissemination agent for extant materials of high quality in various academic disciplines.

Recent grants have been received from the Noyce Foundation and the United States Department of Education Javits Program to disseminate the exemplary science materials developed earlier by the Center through national training institutes and conferences, as well as through direct mail approaches.

The Center publishes a newsletter twice a year entitled *Connections* that provides a forum on issues of interest to educators of the gifted. Currently, it has a mailing list of 2600 educators nationwide. The Center also collects and catalogues books, articles, and materials for use by graduate students and others in the community.

A Learning Laboratory

The Saturday and Summer Enrichment programs possess... an integrative value to the Center's activities that extends far beyond that of outreach service to local and regional communities. The programs, in effect, create a year-round laboratory in which the Center's research, teaching, and other direct service initiatives may be collectively pursued.

One of the earliest initiatives of the Center was the introduction of the increasingly popular Saturday and Summer Enrichment commuter programs. These programs, which to date have served over 2,000 children in over 60 school divisions and private schools, offer a wide variety of learning opportunities to gifted and talented students between preschool and tenth grade educational levels. The courses, which emphasize the development of problem-solving skills and the application of higher level thinking skills to individual areas of inquiry, are designed to supplement rather than supplant regular school curricula. The Howard Hughes Medical Institute has provided support for special science, mathematics, and technology courses taught in the program. Science curricula from these courses have been packaged and made available to interested educators.

The Saturday and Summer Enrichment programs have integrative value to the Center's activities that extends far beyond that of outreach service to local and regional communities. The programs, in effect, create a year-round laboratory in which the Center's research, teaching, and other direct service initiatives may be collectively pursued: innovative approaches to teaching may be piloted; the efficacy of newly developed curriculum units from a wide range of subject areas may be tested; and data for research proposals may be generated. Graduate students are given the opportunity to develop and hone their teaching, administrative, and research skills; and parents are encouraged to take a more active role in their children's education.

Since 1989, the Center has also administered two Governer's School programs, annually funded by the Virginia Department of Education. The Governor's School for the Gifted in Science is a month-long program that provides 230 gifted Virginia high school seniors and juniors with a residential college experience in which they can pursue a wide variety of scientific interests through a combination of classes, laboratory work, field trips, and individual projects. The Governor's School NASA/VIMS Mentorship Program is a five-week summer

residential program involving approximately 35 gifted Virginia juniors and seniors in a daily experience at one of two laboratory sites (NASA or VIMS) where they work with science mentors.

The provision of psychological and counseling services to gifted learners and their families was a valuable addition to the Center's complement of direct services in 1991. Consequently, the Center now provides individual psychological and educational assessment and interpretation of results; consultation with school personnel on individual program planning; and counseling for gifted children and their parents on a variety of intellectual, academic, and social functioning issues.

The Center has also been active in sponsoring special national conferences and seminars on issues in gifted education. A grant from the Richardson Foundation funded the *National Policy on Gifted Education* conference at the College. This conference focused on the delineation and development of policies on unserved and underserved gifted populations, flexible pacing, comprehensive program development, and teacher training. The *Trends and Issues in Gifted Education* conference which was funded by the United States Bureau of Indian Affairs was attended by 100 Native American educators nationally representing more than 50 schools operated by the Bureau. This conference focused on current trends and issues in gifted education with special emphasis placed on the programming needs of special populations of gifted learners.

An example of the Center's outreach initiative is the provision of inservice training, program development, curriculum development, and evaluation services to school districts.

Further collaboration with K-12 educators is satisfied through the Center's provision of inservice training, program development, curriculum development, and evaluation services to school districts. These services provide information and skills on a wide range of gifted education topics. This work also provides a forum for the recruitment of interested professionals to the graduate programs and the hiring of teachers for the direct service programs.

Future Directions

A guiding principle of the Center is that giftedness represents a rich amalgam of different abilities that are discernible among all socio-economic and ethnic groups. To respond to this reality, the Center will continue to develop program models that enhance the prospect that many more students will find greater success and satisfaction from education in line with their aptitudes and interests.

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During its first five years of operation, the Center has made important contributions to the development and dissemination of an enhanced understanding of giftedness and of the special problems which gifted children and their families must face daily. Now as the Center moves into its sixth year, there are plans to expand initiatives in the areas of graduate education programs, research and development, and direct services. General support over the past two years from The Bastien Foundation allows greater flexibility in these future planning efforts.

Graduate education programs will provide the catalyst for realizing the next phase of development for the Center for Gifted Education at The College of William and Mary. As new graduate students matriculate, the future directions identified will become manifest through their theses, dissertations, and special project contributions to Center efforts.

The Center's research agenda will continue to focus on the interrelationships among ability, motivation, cognitive processing style, instructional strategy, and curriculum so that methodologies for linking cognitive patterns to specific interventions may continue to be developed. Another on-going research interest of the Center will continue to be the study of the experiential and learning factors which affect academic success among special populations of gifted learners. Particular emphasis will be placed on the study of gifted girls and students from low income homes.

The Center's activity in the development of science and language arts instructional units and materials, will expand to work on developing units and materials in other core areas of learning, especially mathematics and the social sciences. Dissemination of materials developed through the science and language arts national projects will continue to be a major emphasis of Center activities. National training of teachers and other personnel to utilize these materials effectively will be a priority.

Cognizant of the positive effects of mentoring and tutoring on the talent development process, the Center is working to develop a set of mentoring and tutoring services for students who demonstrate a particular need for such opportunities. Using a multi-disciplinary approach, this program would link gifted students who have specific academic and professional interests with those members of the College and community who might help these individual students channel their interests in productive ways. The Center is also working on initiatives to provide exceptionally gifted students at the middle school level with special program opportunities in their area of aptitude.

The synergy of future efforts in the Center is highly dependent on a talented, diverse, and committed faculty and staff whose vision for the future embodies our current philosophy and mission statement. Those individuals responsible for the first five years of success are highlighted in the next section of this report.

Faculty and Staff

Joyce VanTassel-Baska (Director): B.E., M.E., M.A., and Ed.D. (University of Toledo)

Dr. VanTassel-Baska, the Jody and Layton Smith Professor in Education and the founding director of the Center, is a teacher-scholar-administrator of national eminence with twenty years of experience in gifted education.

She has successively taught high school and graduate level courses; developed and implemented programs in gifted education at two institutions of higher education; directed programs for gifted students at local and state levels; and managed the grants and contracts office of a state department of specialized educational services. Prior to her coming to the college, she founded and directed the Center for Talent Development at Northwestern University where she also served as a professor of education and Associate Dean for Outreach Services.

Dr. VanTassel-Baska is the author, co-author, or editor of six scholarly books, and over 150 monographs, journal articles, reports, and curriculum publications. She has served as principal investigator or co-investigator on twenty-seven different grant proposals, many of which have contributed to the research and development work here at William and Mary. She also regularly presents papers at both national and international educational forums, and has provided consulting services to many educational institutions in this country and abroad.

"Gifted education performs an important role in addressing the needs of society's most neglected group of learners in public schools. Moreover, it can be a catalyst to upgrade all educational endeavors that affect the teaching-learning enterprise."

Mary S. Landrum (Associate Director): B.S. (Longwood College); M.Ed. and Ph.D. (University of Virginia)

Dr. Mary Landrum is Associate Director of Academic Programs for the Center and Assistant Professor of Education at the College. She currently serves as program coordinator of the gifted education programs. Dr. Landrum stimulates the development of the Center's contractual arrangements with school divisions and collaborates on grant preparation, Center publications and presentations. She is also co-editor of *Connections*, the Center newsletter.

Dr. Landrum is an educator with wide experience in teaching both gifted students and educators of the gifted. She was a teacher and supervisor in the Summer and Saturday Enrichment Programs at the University of Virginia where she also taught graduate level courses in gifted education. Dr. Landrum's research and development activities include the publication of several journal articles and monographs, the development and presentation of inservice training on a wide variety of issues in the field of gifted education.

"The essence of quality education is to address the unique learning needs of all students. Consequently, students who are gifted have a right to a differentiated education. The purpose of gifted education, therefore, is to maintain an appropriately challenging educational environment commensurate with the learning potential of gifted students."

Donna P. Owen (Director of Precollegiate Learner Programs): B.A., M.A.T. (Lynchburg College); Ed.S., Ed.D. (College of William and Mary)

As current Director of Programs for Precollegiate Learners, Dr. Donna Owen has responsibility for directing the Saturday and Summer Enrichment Programs (SEP) for gifted children, for directing the Governor's School for the Gifted in Science and the Governor's School NASA/VIMS Mentorship Program, and for developing additional precollegiate learner programs. In addition to these duties, she also develops Center publications, and provides staff development opportunities for selected audiences.

She teaches courses in administration and gifted education on an adjunct basis. Involved with the Center since1991 as Director of the Governor's Schools, Dr. Owen has served in the public schools of Virginia—in urban, suburban, and rural districts—both as a teacher and as an administrator for 25 years. She has taught gifted students at all levels as well as all students in grades 2-8. Her research has focused on the intellectual and social development of rural gifted secondary students.

"A free, appropriate, public education is a right for gifted students—not to be confused with privilege. 'Appropriate' implies that the education offered a gifted student be commensurate with ability and need."

Victoria Damiani: B.A. (Beaver College); M.A. (West Chester University; Ed.S. (Millersville University); Ed.D. (College of William and Mary)

Dr. Victoria Damiani, a school psychologist with extensive experience in family counseling and crisis intervention, coordinates the provision of direct psychological services for the Center. She also is the manager for special grants, most recently science grants from both the State Council of Higher Education in Virginia and the United States Department of Education.

Before coming to the College to pursue doctoral studies, Dr. Damiani developed her interest in exceptional children and their families through her work as a psychologist in school systems and public mental health agencies in Virginia and Pennsylvania. She also has extensive teaching experience, having taught classes in psychology at both the undergraduate and graduate levels.

"Effective psychological services help families, schools, and communities to work together to support children with special needs, including the gifted."

Catherine M. Prigge: A.A. (Marymount College)

As the Center's Administrative Assistant, Cathy Prigge manages the budgets of all externally funded projects of the Center and serves as the registrar for all precollegiate programs. She is also responsible for typing, editing, and layout of all Center projects in addition to handling Center correspondence and manuscripts. Mrs. Prigge has been with the Center since 1989.

"Helping individuals develop their potential is an important part of learning at all stages of development."

Linda Neal Boyce: B.S., and M.L.S. (Florida State University)

Linda Boyce, a materials specialist, whose association with the Center began as a co-coordinator of the Libraries Link Learning project, worked as a curriculum reviewer and materials specialist for the Developing Science Curriculum for High Ability Learners K-8 project, and currently serves as a materials specialist for the Developing Language Arts Curriculum for High Ability Learners K-8 project. She is also a consultant on the science dissemination project and coordinator of the Noyce Foundation initiative to disseminate science curriculum evaluation guides nationwide.

Prior to her arrival at the Center, Mrs. Boyce saw extensive service as a librarian in both school and public library settings and as a consultant and college-level instructor. She has published several articles, and she has made many presentations to regional and national conferences on a wide range of educational media issues.

"Finding the right book for the right child at the right time requires special considerations and offers unique challenges when working with gifted learners."

Dana Johnson: B.A. (Northwestern University); M.Ed. (University of Maryland)

Dana Johnson, a mathematics instructor at the College, serves the Center as a curriculum consultant on mathematics, science, and technology projects. She also currently manages the National Language Arts project.

Mrs. Johnson has had a long association with the Center, most notably as a mathematics teacher in the Enrichment Program and as a workshop presenter. She worked as a curriculum reviewer on the Developing Science Curriculum for High Ability Learners K-8 project. Prior to her involvement with the College and the Center, Mrs. Johnson taught mathematics at the middle school and secondary school levels for many years.

"Students who are mathematically gifted often suffer years of needless boredom in math classes because identification and services are not tailored to their needs. Special attention must be given to curriculum materials and instructional strategies for these students."

Beverly T. Sher: B.A. (University of Colorado); Ph.D. (California Institute of Technology)

Dr. Beverly Sher, a molecular biologist and an adjunct professor of immunology at the College, is the Center's science consultant for several science projects. Dr. Sher has also developed and taught science courses for gifted learners in the Saturday Enrichment Program and presented Center-sponsored workshops on the teaching of mathematics and science to both parents and educators of gifted students.

Prior to her association with the College and the Center, Dr. Sher conducted postdoctoral research at the medical schools of Stanford and Washington Universities and was employed as a research investigator for an international pharmaceutical company.

"Science does not occupy a prominent place in most elementary school programs, yet this is the time when a lifelong interest in science is most likely to begin. Provision of good scientific enrichment opportunities for gifted learners will help them develop their latent scientific interests and abilities, a benefit to both the learners and society."

Jane M. Bailey: B.A. (S.U.N.Y.-Oneonta); M.A. (San Diego State University); Ed.D. (College of William and Mary)

From 1988-1992, Dr. Jane Bailey had responsibility for directing the Saturday and Summer Enrichment Programs (SEP) for gifted children, and for the development of additional precollegiate learner programs, an example of which was the Libraries Link Learning project, developed to serve young at-risk promising learners through a literacy development enrichment model. Dr. Bailey also coordinated selected Center-sponsored conferences, workshops, and seminars; developed selected Center publications; and provided staff development opportunities for selected audiences. She taught courses in gifted education on an adjunct basis. Prior to her association with the Center, Dr. Bailey was a reading consultant and a first grade teacher in the New Hampshire public schools and a graduate teaching assistant at the College. Currently she is on the faculty at Christopher Newport University.

"Our philosophy in the enrichment program is to enrich rather than supplant the student's school program."

Shelagh A. Gallagher: B.S. (University of North Carolina); M.A. (University of Arizona); Ph.D. (University of North Carolina)

Since one of the Center's main functions is research and development, Dr. Shelagh Gallagher was employed to develop and implement promising research and development projects at the Center for 1991-92. Although she was most directly involved as the manager of externally funded curriculum and training grants, Dr. Gallagher worked closely with the Director and the college development office in the coordination and facilitation of all grant activities at the Center.

Prior to assuming her position at the Center, Dr. Gallagher gained administrative, teaching, research, assessment, and curriculum development experience through successive associations with the North Carolina High School of Science, Duke University's Talent Identification Program, and the Illinois Mathematics and Science Academy. Dr. Gallagher's research foci were: personality types of gifted learners; gender differences in spatial relationship abilities; longitudinal tracking; the role of authentic assessment; and problem-based learning. Currently she is with the National Study of Mathematics and Science at the Science Academy in Chicago.

"Education is changing all around us. Recommendations from reform reports call for ***all*** *children to become skilled in problem-solving, critical analysis, and conceptual understanding—what used to be considered the special venue of the gifted. So, what will be the new 'above and beyond' for the gifted? After all, even after the paradigm shifts, there will still be gifted children. It will be the job of educators of gifted children for the next few years to realign themselves with the structure of education. It sounds like an interesting challenge."*

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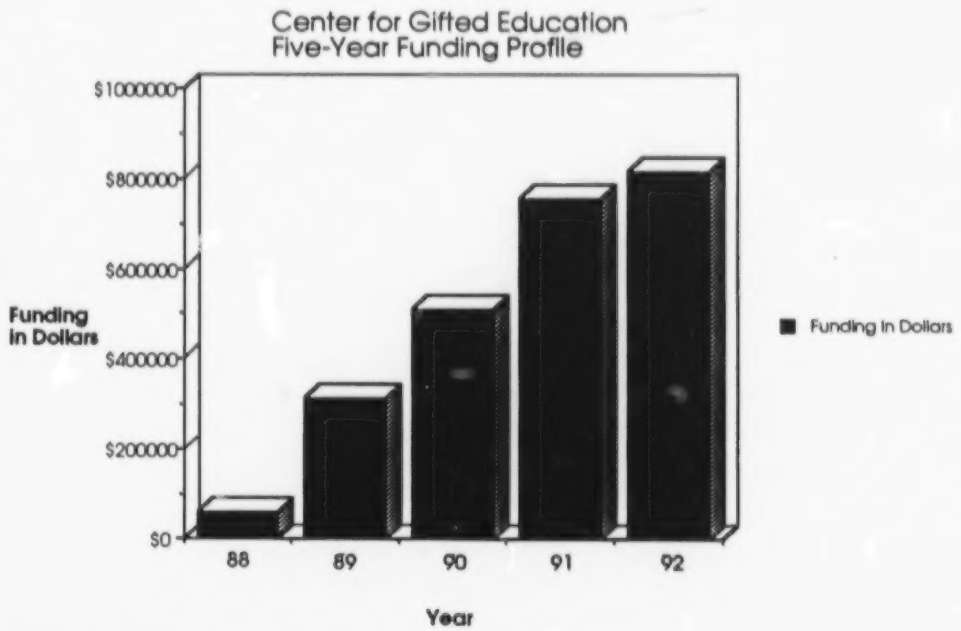
Selected Five Year Profiles

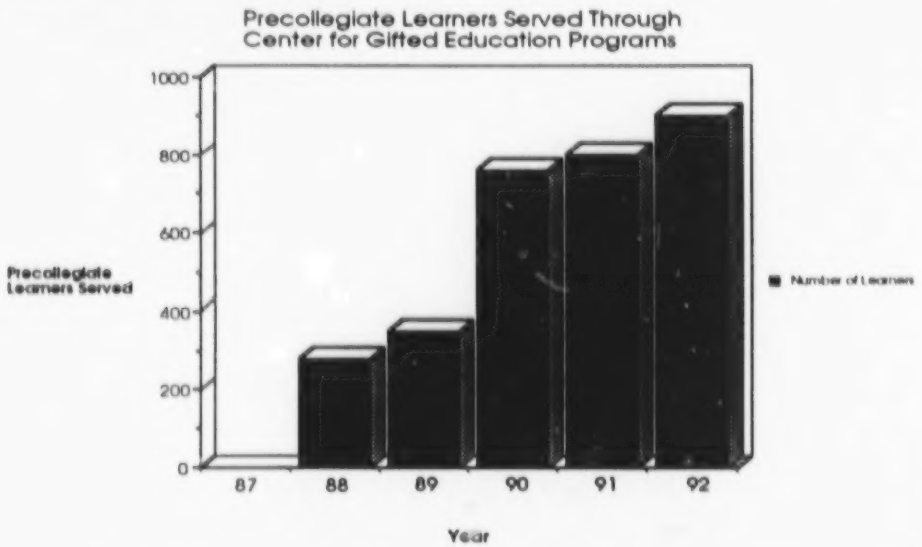
Throughout its five-year existence, the Center has proven itself to be remarkably successful in attracting external funding for projects from both public and private agencies. Each successive year has seen an increase in funding, and since it has always been the Center's view that giftedness may best be understood within an interdisciplinary context, project development has frequently been a collaborative process directly involving other members of the School of Education and Arts and Science faculty with Center-initiated projects.

Sources of External Funding

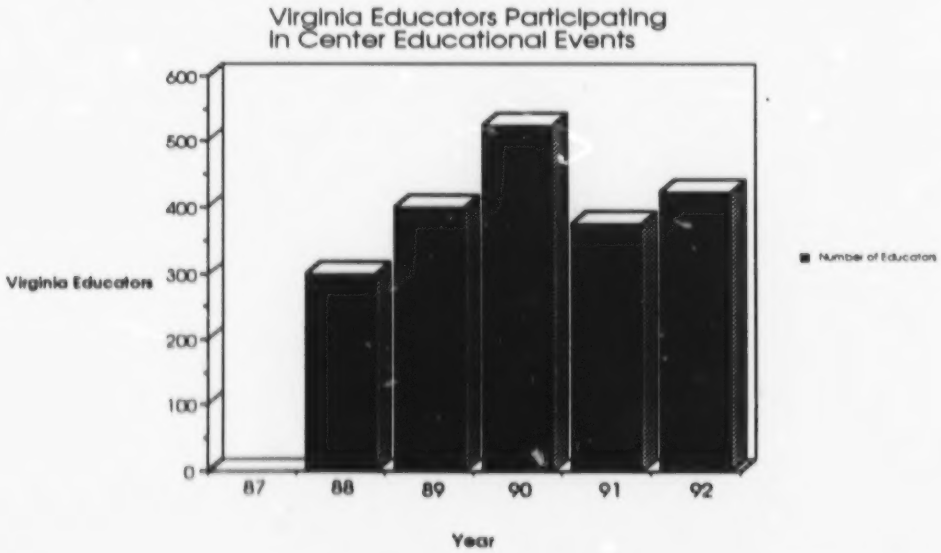
— *Bastien Foundation, 1991-92*
— *Bureau of Indian Affairs, 1989*
— *Noyce Foundation, 1992*
— *Richardson Foundation, 1989*
— *State Council of Higher Education in Virginia, 1988-92*
— *The Howard Hughes Medical Institute, 1989-92*
— *United States Department of Education, Office of Educational Research and Improvement, 1990-92*
— *Virginia State Library and Archives, 1989*
— *Virginia State Department of Education, 1989-92*



The Precollegiate Learning Programs have grown exponentially each of the five years of Center operation. Beginning in 1988 with just 60 students in the first winter Saturday program, the program has now expanded to serve over 600 students annually in over 60 different course offerings. In 1990, the Governor's school programs provided a new level of service to precollegiate learners, serving over 200 students in a summer residential model. Combined figures for both programs currently exceed 900 students annually.



Teachers and other educators have participated in many aspects of Center training activities— from formal coursework during the academic year to summer institutes to special conferences and symposia. The Center sponsors annual conferences that focus on current trends and issues in gifted education. Off-campus training is provided through special contractual arrangements with the center.



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